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ABSTRACT

Teaching certification graduates in the years 1982 and 1983 performed as well as or better than non-teaching certification graduates of the same years when measured by either the cumulative grade point average (CGPA) or the upper division major grade point average (UGPA). However, teaching certification graduates were one or two points weaker than non-teaching certification graduates in academic potential for college work as measured by the composite American College Test (ACT) score and the high school percentile rank. They were not, however, as low as the national studies suggest. Indicators of actual academic success in college (the CGPA and the UGPA) show that teaching certification graduates performed slightly better than their non-teaching counterparts. The national studies have concentrated on those who expressed an interest in entering a teaching certification program. However, this population may never have actually entered a teaching certification program, or if they did enter one, they may have changed their field of study before graduation. Data supporting these conclusions are displayed in tabular format. (JD)

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ARE TEACHING CERTIFICATION GRADUATES "BOTTOM OF THE BARREL?": EXPLORING THE EVIDENCE AND EXPLODING THE MYTH

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INTRODUCTION

There has recently been a great deal of discussion of the supposedly low quality of teaching certification graduates. The influential National Commission on Excellence in Education in its report A Nation at Risk (1983) found that "not enough of the academically able students are being attracted to teaching....Too many teachers are being drawn from the bottom quarter of graduating high school and college students." Scholastic Aptitude Test scores published by the College Entrance Examination Board from 1978 thru 1982 have shown that high school seniors taking the test and indicating a desire to enter the teaching field scored on the average of thirty points below the national mean. These findings have led education reporters, such as Fred M. Hechinger of The New York Times (1984), to describe new teachers as coming from "the bottom of the barrel."

We have attempted in this study to check these findings against recent teaching certification graduates from Eastern Illinois University. The results of our study contradict the national findings, for reasons that we will explain in the Conclusion.

We would like to thank David Henard, Gail Blank, and Michael Hubbartt of E.I.U. Computer Services for their assistance with programming and data processing. We would also like to thank James Martin, John Conley, and Sue Harvey of the E.I.U. Records Office for their assistance with data analysis. Finally, we would like to thank Marilyn Feldmann of Illinois State University for her assistance with design of the study.

DESIGN AND DATA COLLECTION PROCEDURES

The population selected for study was comprised of all Eastern Illinois University undergraduates in the years 1982 and 1983. The total number of degrees awarded during these two years was 4387. However, some graduates received more than one degree during this period. We therefore excluded degrees beyond the first so that the population would include only individuals who graduated in 1982 and 1983 and so that these students' measures would be computed only once. This allows the results of the study to remain unbiased. This decision, plus data loss due to file purging and original data entry error, reduced the population to 4017. Additionally, graduates of two unique programs of the University's seventy-one degree programs (the Board of Governors degree and the Cooperative Engineering degree) were excluded because most or all of their upper division work was not completed at E.I.U. and inclusion of data on graduates from these programs would have skewed the results of the study. The number of graduates remaining in the study after the above-mentioned exclusions were made was 3831.

Student files on semester data tapes were searched beginning with Fall, 1979, and ending with Fall, 1983. Approximately 33000 of these semester student files actually yielded data for use in the study. A table of degree majors was formatted and data were pulled from these files and assigned to accumulators in the degree major table. The data assigned to these degree major accumulators were: the student's ACT scores (if available), the student's high school rank (if available), the student's cumulative grade point average (CGPA) for all courses taken at E.I.U., and the student's upper division major grade point average (UGPA).

The UGPA is based on all of the 3000 and 4000 level courses which the student had taken which were prescribed for the student's major, either as required or elective courses, in the University Catalog. The only courses excluded in computing this measure were the departmental teaching methods courses (3400), pass/fail internships (4275), and all professional education courses: Educational Psychology (3325), Secondary Education (3330), Foundations of Education (4450), Special Education (3500), and Student Teaching (4000 and 4001). These exclusions enable an equitable comparison to be made between matching teaching certification and non-teaching certification programs (e.g., B.S. in Botany with Teaching Certification and B.S. in Botany without Teaching Certification). The exclusion of education courses is helpful in this comparison since education courses are sometimes accused of causing inflation of teaching certification students' cumulative grade point averages. The UGPA allows comparison not only between matching certification and non-certification programs but, to a certain degree, between all programs since the above-mentioned exclusions were made in the case of all programs - even the professional degree programs in the College of Education (e.g., the UGPA for the Elementary Education program is based only on upper division courses pertaining to content specialization areas and includes neither methods courses nor professional education courses). However, in this study comparisons will not be made between non-matching programs.

We feel that the UGPA is, on the whole, a more equitable method of comparison than the CGPA. The CGPA is based only on performance in course work taken at E.I.U. and thus does not reflect the previous, mostly lower division, performance of transfer students who comprise about one third of the study's population. The UGPA, on the other hand, is based on upper division work prescribed for the student's major, and thus represents a measure that is equally applicable to all graduates.

ANALYSIS

Of the twenty-two matching programs (i.e., those offering both teaching certification and non-teaching certification options) on Table 1, "Matching Programs, CGPA Comparisons,"

the mean cumulative grade point average for those graduating with teaching certification was 3.09. For those graduating without teaching certification (i.e., those designated "non-teaching certification") it was 2.96. The mean CGPA was higher for teaching certification graduates in fifteen of the matching programs. It was higher for non-teaching certification graduates in six of the matching programs. It was the same for both types of graduates in one of the matching programs.

On Table 2, "Matching Programs, UGPA Comparisons," the mean upper division grade point average for teaching certification graduates was 3.19. For non-teaching certification graduates it was 3.15. It was higher for teaching certification graduates in eleven of the matching programs. It was higher for non-teaching certification graduates in the remaining eleven matching programs.

On Table 3, "Matching Programs, ACT Comparisons," the mean Composite ACT score for teaching certification graduates was 19. For non-teaching certification graduates it was 21. It was higher for teaching certification graduates in six of the matching programs. It was higher for non-teaching certification graduates in eleven of the matching programs. It was the same for both types of graduates in one of the matching programs.

On Table 4, "Matching Programs, HS%R Comparisons," the mean high school percentile rank for teaching certification graduates was 71. For non-teaching certification graduates it was 72. It was higher for teaching certification graduates in thirteen of the matching programs. It was higher for non-teaching certification graduates in four of the matching programs. It was the same for both types of graduates in one of the matching programs.

On Table 5, "All Programs," the mean cumulative grade point average for all teaching certification graduates (in both matching and non-matching programs) was 3.08. For all non-teaching certification graduates it was 2.87. The mean upper division major grade point average for all teaching certification graduates was 3.25. For all non-teaching certification graduates it was 2.97. The mean Composite ACT score for all teaching certification graduates was 19. For all non-teaching certification graduates it was 21. The mean high school percentile rank for all teaching certification graduates was 72. For all non-teaching certification graduates it was 73. Breakouts of the above types of statistics for individual matching programs and individual non-matching programs (i.e., programs without both a teaching certification and a non-teaching certification option) may be found on Tables 6 thru 9. Breakouts of these same statistics by the college in which the programs are located may be found on Tables 10 thru 15 (Note: Programs listed in the College of Applied Sciences were originally located in the autonomous Schools of Home Economics and Technology. In the Fall of 1983, these Schools were united to form the College of Applied Sciences).

In the case of the summary breakouts by college, the mean cumulative grade point average was higher for teaching certification graduates than for non-teaching certification graduates in all five colleges which had both types of programs (Note: The College of Education has only teaching certification programs and thus is not included in these comparisons). The mean upper division major grade point average was higher for teaching certification graduates than for non-teaching certification graduates in four of the five colleges. It was higher for non-teaching certification graduates in the remaining one college. The mean Composite ACT score was higher for teaching certification graduates than for non-teaching certification graduates in one of the colleges. It was higher for non-teaching certification graduates in the remaining four colleges. The mean high school percentile rank was higher for teaching certification graduates than for non-teaching certification graduates in three of the colleges. It was higher for non-teaching certification graduates in the remaining two colleges.

CONCLUSION

Teaching certification graduates in the years 1982 and 1983 performed as well or better than non-teaching certification graduates of the same years when measured by either the cumulative grade point average or the upper division major grade point average. However, teaching certification graduates were one or two points weaker than non-teaching certification graduates in academic potential for college work as measured by the Composite ACT score and the high school percentile rank.

This helps to explain the myth of low teaching certification graduate quality which has been created by concentration on low SAT or ACT scores and high school ranks. Altho our study has shown that teaching certification graduates' indicators of academic potential for college work were slightly lower than those of non-teaching certification graduates, they were not as low as the national studies would lead us to believe. On the other hand, the indicators of actual academic success in college (the CGPA and the UGPA) show that teaching certification graduates performed slightly better than non-teaching certification graduates. Our study is not alone in this latter finding. Studies of similar design (Cohen, 1984; College of Education, Illinois State University, 1984) have reached the same conclusion.

What, then, is the basis for the myth of low teaching certification graduate quality? It is this: the national studies have concentrated on those who expressed an INTEREST in entering a teaching certification program. However, this population may never have actually entered a teaching certification program, or if they did enter one, they may have changed their field of study before graduation.

Inferences about the quality of teaching certification graduates should be made on the basis of those graduating from a teaching certification program, not on the basis of those expressing an interest in entering one. We believe that our study, and the ones of similar design which we have cited above, clearly show that teaching certification graduates are as good or better than non-teaching certification graduates, based on the accepted academic measures of success.

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TABLE 1

***** MATCHING PROGRAMS *****

** CGPA COMPARISONS **

MAJOR	N	T/CGPA	-	N	N/CGPA	=	DIFFERENCE
BOTANY	(7)	2.96	-	(18)	3.00	=	-0.04
CHEMISTRY	(1)	3.92	-	(21)	2.73	=	1.19
ENGLISH	(16)	3.37	-	(42)	3.18	=	0.19
FRENCH	(1)	3.47	-	(2)	2.86	=	0.61
GEOGRAPHY	(1)	3.22	-	(11)	2.97	=	0.25
GERMAN	(1)	3.27	-	(2)	3.43	=	-0.16
HISTORY	(29)	3.15	-	(21)	2.99	=	0.16
MATH	(21)	3.10	-	(18)	3.37	=	-0.27
PHYSICS	(1)	3.16	-	(7)	3.12	=	0.04
POL.SCI.	(1)	2.95	-	(97)	2.88	=	0.07
PSYCH	(24)	3.00	-	(137)	2.98	=	0.02
SOCIOLOGY	(4)	2.81	-	(72)	2.89	=	-0.08
SPANISH	(2)	3.07	-	(3)	3.09	=	-0.02
SPCH.COM.	(7)	3.39	-	(94)	2.84	=	0.55
ZOOLOGY	(11)	3.14	-	(82)	3.02	=	0.12
ART	(29)	3.04	-	(73)	2.91	=	0.13
MUSIC	(36)	3.23	-	(11)	3.34	=	-0.11
THEA.ARTS	(1)	3.02	-	(12)	3.00	=	0.02
CAREER OC	(10)	3.79	-	(79)	3.34	=	0.45
HOME ECON	(35)	3.23	-	(245)	2.85	=	0.38
HEALTH ED	(36)	2.99	-	(10)	2.99	=	0.00
PHYS. ED	(203)	3.00	-	(15)	2.81	=	0.19
SUMMARY	(477)	3.09	-	(1072)	2.96	=	0.13

TABLE 2

***** MATCHING PROGRAMS *****

** UGPA COMPARISONS **

MAJOR	N	T/UGPA	-	N	M/UGPA	=	DIFFERENCE
BOTANY	(7)	2.60	-	(18)	3.05	=	-0.45
CHEMISTRY	(1)	4.00	-	(21)	2.63	=	1.37
ENGLISH	(16)	3.30	-	(42)	3.31	=	-0.01
FRENCH	(1)	4.00	-	(2)	3.20	=	0.80
GEOGRAPHY	(1)	3.36	-	(11)	3.13	=	0.23
GERMAN	(1)	2.89	-	(2)	3.42	=	-0.53
HISTORY	(29)	3.28	-	(21)	3.16	=	0.12
MATH	(21)	2.77	-	(18)	2.99	=	-0.22
PHYSICS	(1)	3.25	-	(7)	3.16	=	0.09
POL.SCI.	(1)	3.32	-	(97)	3.00	=	0.32
PSYCH	(24)	3.07	-	(137)	3.18	=	-0.11
SOCIOLOGY	(4)	2.97	-	(72)	3.06	=	-0.09
SPANISH	(2)	3.20	-	(3)	3.26	=	-0.06
SPCH.COM.	(7)	3.51	-	(94)	3.00	=	0.51
ZOOLOGY	(11)	2.78	-	(82)	2.86	=	-0.08
ART	(29)	3.41	-	(73)	3.32	=	0.09
MUSIC	(36)	3.35	-	(11)	3.52	=	-0.17
THEA.ARTS	(1)	2.65	-	(12)	3.25	=	-0.60
CAREER OC	(10)	3.91	-	(79)	3.73	=	0.18
HOME ECON	(35)	3.46	-	(245)	3.15	=	0.31
HEALTH ED	(36)	3.30	-	(10)	3.39	=	-0.09
PHYS. ED	(203)	3.10	-	(15)	2.86	=	0.24
SUMMARY	(477)	3.19	-	(1072)	3.15	=	0.04

TABLE 3

***** MATCHING PROGRAMS *****

** ACT COMPARISONS **
(Composite ACT)

MAJOR	N	T/ACT	-	N	N/ACT	=	DIFFERENCE
BOTANY	(3)	24	-	(13)	22	=	2
CHEMISTRY	(0)	0	-	(12)	23		
ENGLISH	(11)	22	-	(19)	23	=	-1
FRENCH	(1)	22	-	(2)	22	=	0
GEOGRAPHY	(0)	0	-	(4)	23		
GERMAN	(1)	25	-	(2)	23	=	2
HISTORY	(14)	22	-	(11)	23	=	-1
MATH	(9)	24	-	(11)	26	=	-2
PHYSICS	(1)	26	-	(3)	27	=	-1
POL.SCI.	(1)	22	-	(47)	21	=	1
PSYCH	(14)	17	-	(71)	20	=	-3
SOCIOLOGY	(2)	19	-	(38)	20	=	-1
SPANISH	(1)	21	-	(3)	26	=	-5
SPCH.COM.	(6)	21	-	(53)	19	=	2
ZOOLOGY	(7)	19	-	(51)	22	=	-3
ART	(16)	17	-	(41)	19	=	-2
MUSIC	(26)	23	-	(9)	25	=	-2
THEA.ARTS	(0)	0	-	(6)	21		
CAREER OC	(0)	0	-	(58)	24		
HOME ECON	(23)	17	-	(170)	19	=	-2
HEALTH ED	(20)	18	-	(6)	17	=	1
PHYS. ED	(106)	17	-	(5)	16	=	1
SUMMARY	(262)	19	-	(635)	21	=	-2

TABLE 4

***** MATCHING PROGRAMS *****

** HS%R COMPARISONS **

MAJOR	N	T/HS%R	-	N	N/HS%R	=	DIFFERENCE
BOTANY	(4)	82	-	(12)	74	=	8
CHEMISTRY	(0)	0	-	(15)	78		
ENGLISH	(10)	84	-	(25)	71	=	13
FRENCH	(1)	92	-	(2)	87	=	5
GEOGRAPHY	(0)	0	-	(5)	76		
GERMAN	(1)	95	-	(2)	76	=	19
HISTORY	(12)	81	-	(13)	73	=	8
MATH	(12)	83	-	(10)	93	=	-10
PHYSICS	(1)	90	-	(5)	79	=	11
POL.SCI.	(1)	82	-	(58)	66	=	16
PSYCH	(14)	70	-	(78)	66	=	4
SOCIOLOGY	(2)	71	-	(38)	68	=	3
SPANISH	(1)	76	-	(3)	95	=	-19
SPCH.COM.	(7)	80	-	(58)	68	=	12
ZOOLOGY	(6)	80	-	(57)	79	=	1
ART	(17)	73	-	(44)	72	=	1
MUSIC	(28)	82	-	(9)	82	=	0
THEA.ARTS	(0)	0	-	(7)	77		
CAREER OC	(0)	0	-	(0)	0		
HOME ECON	(22)	73	-	(178)	74	=	-1
HEALTH ED	(23)	60	-	(5)	80	=	-20
PHYS. ED	(121)	64	-	(6)	47	=	17
SUMMARY	(283)	71	-	(630)	72	=	-1

TABLE 5

***** ALL PROGRAMS *****

** T/CGPA - N/CGPA **

N	T/CGPA	-	N	N/CGPA	=	DIFFERENCE
(1112)	3.08	-	(2719)	2.87	=	0.21

** T/UGPA - N/UGPA **

N	T/UGPA	-	N	N/UGPA	=	DIFFERENCE
(1112)	3.25	-	(2719)	2.97	=	0.28

** T/ACT - N/ACT **

N	T/ACT	-	N	N/ACT	=	DIFFERENCE
(599)	19	-	(1561)	21	=	-2

** T/HS%R - N/HS%R **

N	T/HS%R	-	N	N/HS%R	=	DIFFERENCE
(589)	72	-	(1621)	73	=	-1

TABLE 6

MATCHING PROGRAMS

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BOTANY-T	7	2.96	2.60	3	24	4	82
CHEMISTRY-T	1	3.92	4.00	0	0	0	0
ENGLISH-T	16	3.37	3.30	11	22	10	84
FRENCH-T	1	3.47	4.00	1	22	1	92
GEOGRAPHY-T	1	3.22	3.36	0	0	0	0
GERMAN-T	1	3.27	2.89	1	25	1	95
HISTORY-T	29	3.15	3.28	14	22	12	81
MATH-T	21	3.10	2.77	9	24	12	83
PHYSICS-T	1	3.16	3.25	1	26	1	90
POL.SCI.-T	1	2.95	3.32	1	22	1	82
PSYCH-T	24	3.00	3.07	14	17	14	70
SOCIOLOGY-T	4	2.81	2.97	2	19	2	71
SPANISH-T	2	3.07	3.20	1	21	1	76
SPCH.COM.-T	7	3.39	3.51	6	21	7	80
ZOOLOGY-T	11	3.14	2.78	7	19	6	80
ART-T	29	3.04	3.41	16	17	17	73
MUSIC-T	36	3.23	3.35	26	23	28	82
THEA.ARTS-T	1	3.02	2.65	0	0	0	0
CAREER OC-T	10	3.79	3.91	0	0	0	0
HOME ECON-T	35	3.23	3.46	23	17	22	73
HEALTH ED-T	36	2.99	3.30	20	18	23	60
PHYS. ED-T	203	3.00	3.10	106	17	121	64
SUMMARY	477	3.09	3.19	262	19	283	71

TABLE 7

MATCHING PROGRAMS

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BOTANY-N	18	3.00	3.05	13	22	12	74
CHEMISTRY-N	21	2.73	2.63	12	23	15	78
ENGLISH-N	42	3.18	3.31	19	23	25	71
FRENCH-N	2	2.86	3.20	2	22	2	87
GEOGRAPHY-N	11	2.97	3.13	4	23	5	76
GERMAN-N	2	3.43	3.42	2	23	2	76
HISTORY-N	21	2.99	3.16	11	23	13	73
MATH-N	18	3.37	2.99	11	26	10	93
PHYSICS-N	7	3.12	3.16	3	27	5	79
POL.SCI.-N	97	2.88	3.00	47	21	58	66
PSYCH-N	137	2.98	3.18	71	20	78	66
SOCIOLOGY-N	72	2.89	3.06	38	20	38	68
SPANISH-N	3	3.09	3.26	3	26	3	95
SPCH.COM.-N	94	2.84	3.00	53	19	58	68
ZOOLOGY-N	82	3.02	2.86	51	22	57	79
ART-N	73	2.91	3.32	41	19	44	72
MUSIC-N	11	3.34	3.52	9	25	9	82
THEA.ARTS-N	12	3.00	3.25	6	21	7	77
CAREER OC-N	79	3.34	3.73	58	24	0	0
HOME ECON-N	245	2.85	3.15	170	19	178	74
HEALTH ED-N	10	2.99	3.39	6	17	5	80
PHYS. ED-N	15	2.81	2.86	5	16	6	47
SUMMARY	1072	2.96	3.15	635	21	630	72

TABLE 8

NON-MATCHING PROGRAMS

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BUS. ED.	49	2.92	3.14	28	18	26	76
EL. ED.	322	3.09	3.31	166	18	149	74
JR. HI. ED.	25	3.16	3.14	15	24	14	87
SPEC. ED.	190	3.13	3.35	101	18	89	75
TECH. ED.	46	2.89	3.15	25	19	25	63
SOC. SC.	3	3.50	3.56	2	24	3	79
SUMMARY	635	3.08	3.29	337	18	306	74

TABLE 9

NON-MATCHING PROGRAMS

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
AFRO-AM.STD	3	2.71	2.79	2	14	2	81
COMPU.MATH	22	3.16	2.95	13	25	11	87
EARTH SC	13	2.90	3.57	2	18	2	81
ECONOMICS	33	2.82	3.01	19	22	19	62
ENVIR.BIOLO	42	2.91	2.87	19	22	21	72
GEOLOGY	52	2.84	3.08	37	23	34	70
JOURNALISM	60	3.06	3.39	36	22	37	70
MED. TECHNO	31	3.07	2.83	19	22	19	81
PHILOSOPHY	4	2.92	3.15	3	25	3	37
SPCH.PAT/AU	9	3.43	3.44	4	22	4	92
ACCOUNTING	251	3.05	2.70	141	23	147	82
ADMN.OFF.MG	50	2.67	2.92	30	20	31	84
COMPU.MGMT	208	2.82	2.83	122	21	134	78
ENERGY MGMT	28	2.63	2.67	19	21	19	66
FINANCE	177	2.82	2.84	102	21	114	72
MANAGEMENT	287	2.63	2.68	152	20	167	74
MARKETING	267	2.65	2.85	133	20	146	68
INDUS.TECNO	46	2.73	3.06	37	22	38	68
RECREATION	64	2.95	3.23	36	18	43	71
SUMMARY	1647	2.81	2.85	926	21	991	74

TABLE 10

COLLEGE OF APPLIED SCIENCES

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
HOME ECON-T	35	3.23	3.46	23	17	22	73
CAREER OC-T	10	3.79	3.91	0	0	0	0
TECH. ED.	46	2.89	3.15	25	19	25	63
SUMMARY	91	3.12	3.35	48	18	47	68

COLLEGE OF APPLIED SCIENCES

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
HOME ECON-N	245	2.85	3.15	170	19	178	74
CAREER OC-N	79	3.34	3.73	58	24	0	0
INDUS.TECNO	46	2.73	3.06	37	22	38	68
SUMMARY	370	2.94	3.26	265	21	216	73

TABLE 11A

COLLEGE OF ARTS & SCIENCES

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BOTANY-T	7	2.96	2.60	3	24	4	82
CHEMISTRY-T	1	3.92	4.00	0	0	0	0
ENGLISH-T	16	3.37	3.30	11	22	10	84
FRENCH-T	1	3.47	4.00	1	22	1	92
GEOGRAPHY-T	1	3.22	3.36	0	0	0	0
GERMAN-T	1	3.27	2.89	1	25	1	95
HISTORY-T	29	3.15	3.28	14	22	12	81
MATH-T	21	3.10	2.77	9	24	12	83
PHYSICS-T	1	3.16	3.25	1	26	1	90
POL.SCI.-T	1	2.95	3.32	1	22	1	82
PSYCH-T	24	3.00	3.07	14	17	14	70
SOCIOLOGY-T	4	2.81	2.97	2	19	2	71
SPANISH-T	2	3.07	3.20	1	21	1	76
SPCH.COM.-T	7	3.39	3.51	6	21	7	80
ZOOLOGY-T	11	3.14	2.78	7	19	6	80
SOC. SC.	3	3.50	3.56	2	24	3	79
SUMMARY	130	3.15	3.10	73	21	75	80

TABLE 11B

COLLEGE OF ARTS & SCIENCES

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BOTANY-N	18	3.00	3.05	13	22	12	74
CHEMISTRY-N	21	2.73	2.63	12	23	15	78
ENGLISH-N	42	3.18	3.31	19	23	25	71
FRENCH-N	2	2.86	3.20	2	22	2	87
GEOGRAPHY-N	11	2.97	3.13	4	23	5	76
GERMAN-N	2	3.43	3.42	2	23	2	76
HISTORY-N	21	2.99	3.16	11	23	13	73
MATH-N	18	3.37	2.99	11	26	10	93
PHYSICS-N	7	3.12	3.16	3	27	5	79
POL.SCI.-N	97	2.88	3.00	47	21	58	66
PSYCH-N	137	2.98	3.18	71	20	78	66
SOCIOLOL -N	72	2.89	3.06	38	20	38	68
SPANISH-N	3	3.09	3.26	3	26	3	95
SPCH.COM.-N	94	2.84	3.00	53	19	58	68
ZOOLOGY-N	82	3.02	2.86	51	22	57	79
AFRO-AM.STD	3	2.71	2.79	2	14	2	81
COMPU.MATH	22	3.16	2.95	13	25	11	87
EARTH SC	13	2.90	3.57	2	18	2	81
ECONOMICS	33	2.82	3.01	19	22	19	62
ENVIR.BIOLO	42	2.91	2.87	19	22	21	72
GEOLOGY	52	2.84	3.08	37	23	34	70
JOURNALISM	60	3.06	3.39	36	22	37	70
MED. TECHNO	31	3.07	2.83	19	22	19	81
PHILOSOPHY	4	2.92	3.15	3	25	3	37
SPCH.PAT/AU	9	3.43	3.44	4	22	4	92
SUMMARY	896	2.96	3.07	494	22	533	71

TABLE 12

COLLEGE OF BUSINESS

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
BUS. ED.	49	2.92	3.14	28	18	26	76
SUMMARY	49	2.92	3.14	28	18	26	76

COLLEGE OF BUSINESS

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
ACCOUNTING	251	3.05	2.70	141	23	147	82
ADMN.OFF.MG	50	2.67	2.92	30	20	31	84
COMPU.MGMT	208	2.82	2.83	122	21	134	78
ENERGY MGMT	28	2.63	2.67	19	21	19	66
FINANCE	177	2.82	2.84	102	21	114	72
MANAGEMENT	287	2.63	2.68	152	20	167	74
MARKETING	267	2.65	2.85	133	20	146	68
SUMMARY	1268	2.78	2.78	699	21	758	75

TABLE 13

COLLEGE OF EDUCATION

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
EL. ED.	322	3.09	3.31	166	18	149	74
JR. HI. ED.	25	3.16	3.14	15	24	14	87
SPEC. ED.	190	3.13	3.35	101	18	89	75
SUMMARY	537	3.11	3.32	282	18	252	75

TABLE 14

COLLEGE OF FINE ARTS

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
ART-T	29	3.04	3.41	16	17	17	73
MUSIC-T	36	3.23	3.35	26	23	28	82
THEA.ARTS-T	1	3.02	2.65	0	0	0	0
SUMMARY	66	3.14	3.37	42	21	45	79

COLLEGE OF FINE ARTS

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%R
ART-N	73	2.91	3.32	41	19	44	72
MUSIC-N	11	3.34	3.52	9	25	9	82
THEA.ARTS-N	12	3.00	3.25	6	21	7	77
SUMMARY	96	2.97	3.33	56	20	60	74

TABLE 15

COLLEGE OF HEALTH. PHYS.ED. & REC.

TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%
HEALTH ED-T	36	2.99	3.30	20	18	23	60
PHYS. ED-T	203	3.00	3.10	106	17	121	64
SUMMARY	239	3.00	3.13	126	17	144	63

COLLEGE OF HEALTH, PHYS.ED. & REC.

NON-TEACHING CERTIFICATION

PROGRAM	N	CGPA	UGPA	N	ACT	N	HS%
HEALTH ED-N	10	2.99	3.39	6	17	5	80
PHYS. ED-N	15	2.81	2.86	5	16	6	47
RECREATION	64	2.95	3.23	36	18	43	71
SUMMARY	89	2.93	3.19	47	18	54	69